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ABSTRACT

A task force was created in November of 1978 to assess the state of foreign language and international studies in Illinois public schools. This report begins with an overview of the current decline in foreign language enrollments and offerings. The need to foster foreign language study is discussed, both for its special place in intellectual development and to meet the ever-growing need for international communication in all fields of endeavor. The second part of the report outlines a comprehensive state-wide foreign language and international studies program. Basic premises of such a program assume that each student should have the opportunity to learn a foreign language, and that successful foreign language learning requires high standards from specific curricula. To meet learning objectives, a comprehensive program design provides for various approaches to foreign language instruction, including immersion and bilingual programs, at the preschool, elementary, secondary, and continuing education levels. Finally, general recommendations and specific action steps are set forth which cover state and regional advisory structure, visibility and awareness activities, curriculum and resource development, state office leadership, and student-focused activities. (JB)

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# *REPORT OF THE ILLINOIS TASK FORCE ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES*

"The world has become a neighborhood of nations. We must be able to talk with our neighbors." *–President Jimmy Carter*

"The need to strengthen foreign language and international studies (is) essential to a major industrialized nation functioning in an interrelated world." *–Representative Paul Simon*

"The study of foreign languages and cultures should be considered an essential component of the school curriculum." *–Superintendent Joseph M. Cronin*

## *Preface*

In November 1978, State Superintendent of Education Joseph M. Cronin appointed a task force composed of educators and community persons to study the status of international studies and foreign language education in Illinois schools and to make recommendations for strengthening and broadening these programs. The Illinois Task Force on Foreign Language and International Studies was first convened on November 24, 1978. Its members met frequently by small groups and in plenary sessions during the winter and spring. They approved this final draft of their report on the eleventh day of June 1979.

In establishing the task force, Dr. Cronin stated that "the study of foreign languages and cultures should be considered an essential component of the school curriculum." He supported this contention by citing that language and culture studies enhance career opportunities, multiply an individual's options for the profitable use of leisure time, foster a greater understanding of ethnic groups and different lifestyles, improve one's basic communications skills in English, complement a number of other programs in the curriculum, as well as develop poise, self-expression, and a positive self-image.

More importantly, Dr. Cronin said that the study of languages and cultures "contributes abundantly to the development of individuals with vital global perspectives – that is, citizens having the essential insights to choose competent leaders and make other informed decisions in respect to our nation's irreversible international involvements."

The members of the task force acknowledge Dr. Cronin's foresight, initiative, and leadership in this critical matter. The members are also grateful to the Illinois citizens whose names are addended who served as a Board of Advisors to the task force during the development of this report.

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## SECTION I

### *Background*

As the task force was meeting, strong currents were already shaping public opinion concerning the need to improve instruction in foreign languages and international studies. There was a growing acceptance of the United States as a culturally pluralistic society as well as a realization that the nation had attained a degree of international dependence greater than ever before in our history. Many people found it alarming, therefore, that large numbers of colleges and universities had dropped their foreign language requirements, and that in grades K-12, classes in foreign languages and cultures were frequently among the first to be cut when budgets were decreased.

Some of the impact that these trends were having on Illinois schools was documented by the following data released in the fall of 1978:[1]

Decline in first-year foreign language and culture courses in Illinois schools between 1972–73 and 1976–78

| | |
|---|---|
| Russian | –62% |
| Latin | –45% |
| German | –34% |
| French | –25% |
| Spanish | –14% |

Decline in number of Illinois public schools offering first-year foreign language and culture courses between 1972 and 1976

| | |
|---|---|
| Russian | –59% |
| Latin | –41% |
| German | –11% |
| Spanish | – 7% |
| French | – 6.5% |
| Italian | – 6% |

Decline in number of foreign language teachers in downstate Illinois schools between 1973 and 1976

| | |
|---|---|
| Latin | –36% |
| German | –20% |
| Spanish | – 7.2% |
| French | –17% |
| Other | –19% |

At the same time, the Soviet Union and other countries were roundly criticizing the United States for not keeping our promise under the Helsinki Agreement to encourage the study of other languages and civilizations. The media and many national leaders expressed grave concern at the deterioration of U.S. prestige and preparedness resulting from our national linguistic apathy and cultural parochialism, and they called for a concerted thrust to reverse these trends.

In October 1978, President Carter responded by appointing a Commission on Foreign Language and International Studies to make recommendations to him by October 1979. Illinois Representative Paul Simon was among the leaders most instrumental in persuading the President to name the Commission; and Mr. Simon is currently serving as one of its four Congressional members. It is expected that the Commission will recommend a program of federal funding to promote, improve, and extend the teaching of foreign languages and international studies. Meanwhile, during the winter and spring of 1979, other task forces and action groups were taking shape across the nation, and the Council of Chief State School Officers issued policy statements favoring multi-cultural education and education for global interdependence.

Against this background of intense activity and concern, the Illinois Task Force deliberated. The task force set for itself the following objectives:

1. To examine the quality and quantity of instructional programs in foreign languages and international studies in Illinois.
2. To recommend appropriate measures to strengthen existing programs in these areas.
3. To recommend ways to increase study of foreign languages and international studies in Illinois schools.
4. To make the public aware of the importance of increasing the state's resources in the area of foreign language and international studies as well as preparing our young people to cope with life in a global age and to adjust to change in their immediate environment.
5. To report and react to the President's Commission on Foreign Language and International Studies.

This final report of the task force provides, in Section I, a rationale for teaching foreign language and international studies, with particular focus on Illinois and on the individual; in Section II, a comprehensive curriculum that the task force recommends as a basis for foreign language and international studies in the state; and finally, in Section III, recommendations and action steps to achieve the urgently needed visibility, expansion, and improvement of these instructional programs in Illinois schools.

## *A FOCUS ON ILLINOIS*

The State of Illinois is endowed with a unique and strategic geographic position in our country. It is a major crossroads of the nation and the world, and it has enviable resources of water, minerals, and arable lands.

As such, it possesses an enormous potential for improving the life of its citizenry and the citizens of the country and the world at large. For example, the State of Illinois is a leader in:

- agriculture and agricultural exporting
- coal mining and oil production

- production of steel
- business and commerce
- manufacturing
- communications
- travel and hotel industry
- transportation
- service organizations
- education and educational research
- nuclear energy production and nuclear research
- advanced technology research
- national and international finance and investments
- world trade

The scope of the areas indicated above gives evidence of the tremendous importance of the State of Illinois in a world society that is becoming increasingly interdependent. The impact and implications are highlighted by the following facts:

- Illinois is a leading exporter of corn, soybeans, and other agricultural products, thus helping improve the nation's balance of payments.
- One million members of the Illinois work force rely directly or indirectly on foreign trade for all or part of their incomes.
- Eleven percent of Illinois manufacturing firms are engaged in exporting. Some firms have plants in foreign countries, and others have joint ventures with foreign concerns or license arrangements to engage in foreign production or trade.
- Governor James Thompson is seeking Japanese interest to build plants in Illinois, to provide new jobs for our citizens.
- Legal firms, consultant firms, accountant firms, and similar service organizations with home offices in Illinois have branches in other countries.
- Our financial institutions, especially our large banks, have important banking facilities in many of the major cities of the world. These institutions facilitate the transactions between American and foreign businesses.
- Many foreign banks, increasingly aware of the strategic importance of Illinois in the business and financial world, are establishing bank branches in our state.
- Numerous large American retailers have operations in many foreign countries. These retailers are also buyers of raw materials and finished goods in international markets.
- Foreign interests have invested more than a billion dollars in Illinois, in industry, agriculture, coal mining, oil explorations, and many other business enterprises. These investments provide jobs for Illinois citizens from production to management.

- Illinois is a major crossroads of the globe for passengers and freight, with the world's busiest air traffic center at O'Hare Airport. It is the most important railroad center in the country. A vast system of superhighways connect Illinois with the rest of the nation. Illinois is an important trucking center and a major seaport.
- Illinois has the fourth largest Spanish-speaking ethnic group in the United States.
- Illinois is a prism of cultures and peoples, many speaking different tongues. The state is home to many racial groups reflecting a global mix.

### *The Challenge*

These basic facts point to the kind of world in which an individual is inexorably and increasingly becoming a citizen of the larger communities of people. That world is a global world characterized by increasing links between nations and cultures. "Given the nature of the contemporary world and the foreseeable future," states USOE Associate Commissioner Robert Leetsma, "every educational system should reflect much more adequately than it currently does such matters as the unity and diversity of mankind, the interdependence of nations and peoples, and the need for international cooperation in shaping an acceptable future."[2]

Educators and the general public must accept the challenge to develop a global education that will prepare our citizens to cope with a diverse world with its many ethnic and cultural systems. The need is for a broader humanistic approach toward education, which requires new competencies and new, broader perspectives of citizenship. It is becoming increasingly clear that the world is demanding new attitudes from all of us. Robert Leetsma states that among other competencies and sensitivities, each individual needs to develop:

- some basic cross-cultural understanding, empathy, and ability to communicate with people from different cultures;
- a sense of why and how humanity shares a common future – global issues and dynamics and the calculus of interdependence;
- a sense of stewardship in use of the earth and acceptance of the ethic of intergenerational responsibility for the well-being or fair chance of those who come after us.[3]

In developing these understandings and promoting this level of communication, the function of language is indisputable. The universal importance of foreign languages is underscored by the Helsinki Agreement, which binds the United States and other signatory powers to promote the study of foreign languages and cultures.

Language has been called humanity's greatest single achievement. It is the foundation for all learning. It is the principal basis for communication, the means for storing our thesaurus of knowledge, and a major conveyor of

cultures. It is through language that the legacy of civilization is preserved for each succeeding generation and shared among the community of nations. Moreover, language is a skill useful for a growing number of careers and professions.

In sum, language enhances employment opportunities, it improves our understanding of other peoples' cultures and values, and it links us to the realities of our past and present as well as to those of the rest of the world. Human beings are endowed with the ability to learn any language. In a pluralistic society, the task force believes, each individual should know at least one language other than his or her own.

### *Goals and Objectives*

The goals and objectives of the Illinois Task Force parallel those of the President's Commission. These goals and objectives must be viewed in relation to the existing status of foreign language and international studies in the schools and colleges, not only in Illinois, but in the nation as a whole. The current state of affairs has been summarized by the Commission staff as follows:

- Nine out of ten Americans cannot speak, read, or effectively understand any language but English.
- About 90 percent of all colleges have no language requirement for admission and one quarter of all high schools do not teach any foreign language. College language enrollments have declined 21.2 percent in the past decade.
- Only 17 percent of American foreign language students taught wholly in this country can speak, read, or write that language easily.
- The 1966 International Education Act has never been funded.
- Barely five percent of teachers being trained have any exposure to international, comparative, area, and other intercultural courses in their course work leading to certification.
- Federal funding for foreign area research has declined 58 percent in constant dollars between 1962 and 1976. NDEA Title VI fellowships have dropped from 2557 in 1967 to 800 in 1977.
- The Ford Foundation, which spent $271 million on international education programs in 1962-67, has provided less than $4 million to these in 1978.
- Students are looking increasingly to higher education as a preparation for jobs rather than to provide a rich background for life. With major cutbacks in private and public funding of international studies in the last decade, prospects for jobs for graduate students in this field are unfavorable.[4]

Why do we need foreign language and international studies? This question has also been answered by the President's Commission. Such studies are needed:

- to live up to the Helsinki Agreement, by which the 35 signatory powers agreed to encourage the study of foreign languages and civilizations;
- to stop the growth of parochialism among young people so that we may live in peace in an ever more interdependent world;
- to stem the loss to foreigners of upwards of 100,000 jobs in which a foreign language is required;
- to expand communication with the rest of the world, starting with the youngest of our citizens;
- To give Americans the means whereby they may participate more intelligently and actively in the world economy, whether by studying world markets or by working overseas;
- To add to the pleasures and convenience of travel in foreign countries.
- to increase and keep up the flow of experts in foreign areas as well as in foreign languages – experts needed by government, business, education;
- to increase our knowledge of our own language, as well as of world literature, through mastery of one or two foreign languages;
- to provide first-hand access to foreign press coverage thereby increasing our ability to understand others and to appreciate how they perceive us;
- to counteract the unpopularity of our nation that has been generated by the wide distribution of certain of our films, television productions, and print media;
- to equip Americans with the ability to communicate in other languages in areas where the dominance of English was never established or is declining.[5]

Many U.S. scholars and national leaders have voiced the need to improve and expand the teaching of foreign languages and cultures. Colonel S. L. Stapleton, former Commander of the Defense Language Institute at Fort Ord, has pointed to the "urgent need to articulate a national policy with regard to foreign language and intercultural education." Stapleton linked the availability of personnel trained in these fields directly to the security of the nation.[6]

Former Secretary of State Henry Kissinger in a 1975 major policy address called attention to the fact that we are now "entering a new era. Old patterns are crumbling; old slogans are uninstructive; old solutions are unavailing. The world has become interdependent in economics, in communications, in human aspirations."[7]

Frank Church, U.S. Senator from Idaho, has stressed his support for broader study of foreign languages and cultures as follows:

> *It is imperative for young Americans who will assume positions of responsibility to learn as much as they are able to about other languages and cultures. Otherwise, the United States will be ill-equipped to lead the citizens of this planet through the difficult and global problems of peace, energy conservation, and environmental protection*[8]

President Jimmy Carter has frequently underlined the importance his own proficiency in Spanish has played in the conduct of the affairs of the nation. In an open letter to U.S. educators, the President summed up the need for language skills in these words: "Distances to once-remote countries have contracted, and the world has become a neighborhood of nations. We must be able to talk with our neighbors."[9]

In an address at Parkland College, Superintendent Joseph Cronin said of the elimination of the language requirement: "I think (not requiring foreign langauges) is harmful, because we are leaders in the world. We have serious problems being a monolingual country." Dr. Cronin pointed to the career advantages in knowing a second or a third language and noted that the United States is the country with the fifth largest population of Spanish-speaking citizens.[10]

A noted scholar on global education, Professor Lee Anderson of Northwestern University, who acted as a consultant to the task force, analyzed the implications of two interrelated challenges for the citizens of Illinois as they work toward strengthening the capacity of educational institutions in the state for education of citizens in this global age. He stated that the two basic challenges for educators are: (1) to expand and improve foreign language instruction from pre-school through graduate school and (2) to enhance the quality of international studies in all areas of the curriculum.

Dr. Anderson stressed that foreign language is extremely important at a societal level. More people with foreign language competencies are needed because there is so much more interaction among peoples and nations. There is a serious need to decrease dependence on a few translators. Citizens need to learn languages so that the state and the nation become linguistically independent, just as countries around the world have established second language instruction in the elementary schools so that they, too, will be linguistically independent.

It is obvious that educators in all areas of the curriculum must become involved in the reality of preparing citizens for life in an international and global world. All areas of the curriculum must interrelate in order to enhance the quality of international studies in the schools. Foreign language and social studies teachers at all levels of instruction must take a strong leadership role for planning strategies to bring about the necessary changes to effect the expansion and improvement of foreign language instruction and to become involved with international studies.

Foreign languages are as necessary for Americans as the study of English. Not everyone perhaps will become a specialist in foreign languages; but everyone should be exposed to the study of foreign languages and cultures at a very early age. Foreign language study has to begin early — as early as kindergarten or first grade for everybody; and everybody has to continue for a long sequence of study until the tenth or twelfth grades.

In helping to prepare citizens to live in a global age, the study of foreign languages and cultures provides the student with skills which enrich his or her ability to think, to communicate, to understand cultural diversity, and to prepare for a career.

For example, research by Ralph Masciantonio showed that SAT scores, English grades, and English vocabulary examination scores were higher for those studying foreign languages. Masciantonio also found that foreign language students score higher in reading achievement, that reading skills are transferable from one language to another, that students learn inferencing skills and other cognitive processes through foreign language study, and that foreign language study develops the learner's auditory discrimination and memory.[11]

Charles R. Hancock demonstrates that foreign language learners acquire in the process many useful, transferable learning techniques. They also become more effective problem solvers and critical thinkers, he found. The research studies, Hancock reports, "suggest that language study appears to be an ideal medium for fostering enhanced cognitive processes . . . ." He concludes that "exposing learners to varied languages (and cultures) seems to offer them experiential advantages in perception and concept development.[12]

Gilbert Jarvis[13] states that there are linguistic and nonlinguistic outcomes of foreign language study which contribute (1) to the ability to cope with the unfamiliar (both linguistically and culturally different situations); (2) to the development of intellectual skills, cognitive operations, and thinking processes; (3) to the achievement of humanistic or affective education; (4) to providing the learner with insights into the process of communication and ways to attain cross-cultural communication. From this, Jarvis concludes that the study of foreign languages and cultures can provide learners with skills that equip them better to cope with "future shock" as well as with differences in culture.

Sylvia Porter,[14] the nationally syndicated columnist and expert in financial matters, has advised students, parents, and adults to learn foreign languages and cultures if they expect to compete successfully in the increasingly international job market of today's and tomorrow's world. Porter likened a knowledge of a foreign language and culture to insurance with relation to job acquisition or job security.

One of the greatest obstacles that Americans need to overcome is our traditionally provincial, parochial, and isolationist attitudes toward foreign languages and international concerns, reflected in such common expressions as:

> "We don't need the rest of the world" . . . But we do. We need their oil, their coffee, their cooperation on international projects.
>
> "We have enough problems of our own." . . . But these problems – the environment, energy, space, population, poverty, nutrition – are global. The solutions must be sought in concert with all the peoples of the earth.
>
> "Let them learn English." . . . They *are* learning English and other languages as well! As a result, they are easily beating us in the world marketplace by dealing with their customers in the local idiom, respecting local practices.

The notion that we can exist with high degrees of isolationism must be recognized as a nostalgic echo from a bygone era, a simpler time. Today such atti-

tudes are rendered totally anachronistic by the rapid worldwide exchange of information and people, and the levels of interdependence that all nations experience in every aspect of their daily existence. It is clear, moreover, that language resources and cultural understandings are urgently needed to oil the wheels of such relationships, as well as to ease the adjustment of our citizens to inevitable changes.

## *FOCUS ON THE INDIVIDUAL*

If a stone is cast into a pool, it will set in motion a series of concentric waves emanating from the center and traveling outward. We can liken today's learners – tomorrow's citizens – to this stone in a reverse situation, for we see them primarily being affected by the waves traveling toward them.

Our lives, the very quality of our existence, individually and collectively are now inexorably intertwined and dependent upon the lives of others even in the remotest areas of the globe. It matters not whether we like it or approve of it, the facts are inescapable – we share one world.

The citizens of Illinois need to become aware and proud of the contributions that we make to the rest of the people who share the world. The contributions of our people are great; they reflect a powerful and wealthy state and an equally powerful and rich nation. What is imperative is for all of us to understand that we are not living in isolation from the rest of the world and that we are not insulated from what happens in the world. All our citizens, in their community, their state, and their country, are in the middle of the concentric circle, linked to a global system on which they are dependent for existence. The air we breathe, the water we drink, the coffee we had for breakfast, and the gasoline that fuels our cars are but a few samples of this interdependence.

Illinois educators, today, have a new and challenging responsibility. They need to broaden their own horizons regarding the kind of curriculum that is needed to prepare our students for this fast-changing global world. The educational term "survival skills" assumes new dimensions and applies to foreign languages and to international studies.

A broad outline of areas (we may liken them to the concentric waves of our analogy) to which educators should address themselves with regard to international education and foreign language learning should include:

- developing an appreciation of world history from a global perspective;
- developing multi-language skills for effective communication;
- developing an awareness of a multi-language, multi-cultural world;
- developing a sensitivity to a diverse world with a great variety of values,
- attitudes, and needs;
- stressing traditional studies in English grammar, composition, effective communication;
- stressing social studies with an international focus, developing a global understanding of geography, economics, anthropology, history, governments, politics, business, and finance;

- stressing art history, music, architecture, and literatures of the world;
- stressing the role of agriculture in relation to world needs;
- stressing the international aspects of the environment and its relation to physical and mental well-being;
- stressing the importance of international trade, finance, and investment;
- stressing the importance of the metric system;
- stressing the international ramifications of nutrition and food supply;
- stressing the worldwide sources for basic raw materials and their relations to the industries that produce the goods for the world's needs;
- stressing global communication and travel.

In the poem, "Each and All," Ralph Waldo Emerson wrote:

> Nor knowest thou what argument
> Thy life to thy neighbor's creed has lent.
> All are needed by each one;
> Nothing is fair or good alone.

This could well serve as the credo to all citizens in Illinois as ideal foreign language and international studies programs are designed and realized in the schools of the state. The following section offers a comprehensive model for such programs.

## Section II

### *A Comprehensive Foreign Language and International Studies Program*

The task force recognizes that foreign language learning and international studies are inseparably interrelated: It is impossible to teach true communication in a foreign language without also teaching the cultural background from which that language springs. Conversely, a genuine appreciation for another civilization cannot be achieved without considerable regard for the language that is the medium for the storage and transmission of that culture. Foreign language and international studies programs take many forms; these can be arranged on a continuum, from the nearly purely linguistic to the nearly totally cultural. However, all these courses necessarily contain a measure of language and a measure of culture, even those at either extreme of the continuum. The majority of them, falling nearer the middle, contain large percentages of both. The comprehensive program described here reflects this viewpoint.

It is also recognized that school districts within the state of Illinois vary widely in size, configuration, type of population served, and other relevant concerns, and that this variability reflects differing patterns of needs, resources and goals. The task force recognizes that it would not be possible, or even desirable, for all districts to provide identical programs in foreign language and international studies. Yet all students in Illinois are entitled to access to those indispensable components of education for the future that are provided by foreign language and international studies. Therefore, the description of a model

program by this task force seems to be an appropriate response to the charge given. It is intended that this model should serve both to suggest long-range goals to be held in common across school districts, and also to suggest specific program components appropriate for immediate implementation within a given district or school.

## *FUNDAMENTAL PROPOSITIONS*

The insights, attitudes, and skills that can be acquired through the pursuit of foreign language and international studies are indispensable components of education for the future, as Section I of this report has shown. Thus, foreign language and international studies should no longer be viewed as elitist areas, but as part of the core curriculum, open to and required of all students in the public, private, parochial, and independent schools of the state.

The beneficial outcomes of such studies are myriad. They include (1) appreciation for the richness of cultural and linguistic diversity, (2) attitudes, insights, and skills that facilitate cross-cultural communication, (3) important socializing capabilities, and (4) learnings having a high level of transferability to other subject areas including the basics.

Therefore, each school system should strive to provide students with the earliest possible contact with foreign language and international studies, not only because research shows that young children have a unique set of language-acquisition abilities and that attitudes are shaped at an early age, but also in order that the many socializing and transfer learnings can be drawn upon from the very beginning of the individual's school career onward.

## *BASIC PREMISES*

The quality and quantity of foreign language and international studies curricula are in direct proportion to the acceptance of certain basic premises:

- Opportunities to study at least one foreign language should be made available to all students in Illinois schools.
- Opportunities to acquire or maintain foreign language skills should be readily available to all adults in the state.
- International studies/global education should be represented in the curricula of all students in Illinois schools at all levels of instruction.
- It is appropriate to integrate foreign language and culture learning with all curricula at all levels of instruction and particularly with the language arts and social studies.
- Foreign language and culture are indispensable ingredients in any global education or international studies curriculum and vice versa.
- The development of competencies in foreign languages requires long and uninterrupted sequences of study.
- Foreign language and cross-cultural competencies are important skills for careers, advanced study, and meaningful use of leisure time.

These general goals or basic premises may encompass any number of more specific learning objectives, some of which are presented below.

## *SPECIFIC LEARNING OBJECTIVES*

It is assumed that at the most detailed level, learning objectives might vary for given courses, schools, and even school systems. The following statements represent objectives which, in the opinion of the task force, should be held in common among all Illinois schools:

Students should have the opportunity:

- to develop appreciation of the concept of linguistic and cultural diversity;
- to recognize the value and uniqueness of a number of specific cultures, including their own;
- to enhance their understanding of their own ethnic heritage and the value of American cultural pluralism;
- to develop an awareness of their own significance as a participant in an increasingly interdependent world system and to appreciate the worth of their fellow-participants in this system;
- to develop skills in the analysis and interpretation of cultural behavior along with a healthy mistrust of stereotypical and ethnocentric generalizations;
- to develop skills in the actual use for communication of one or more languages in addition to their native tongue;
- to develop competencies that will enhance their career opportunities both in the United States and abroad;
- to acquire more detailed insights into one or more cultures other than their native culture, including the relationship of language and social behavior within those cultures;
- to nurture personal qualities such as poise, self-expression, decision-making abilities, a clear approach to values clarification, a positive self-image, and the capacity to cope with change and differences;
- to acquire highly transferable skills and insights that facilitate the learning of additional languages, that enhance language arts skills in English, and that enrich many other subjects in the curriculum as well.

These objectives presuppose that students have access to a variety of learning experiences, ranging from pre-school lessons in foreign language, culture, and global awareness to home-school language-switch immersion programs, from exploratory introduction-to-language-and-culture courses to in-depth courses in area studies and extended sequences in foreign languages.

## *TYPES OF LEARNERS*

A complete foreign language and international studies curriculum should provide educational opportunities that respond to the needs of the total spectrum of learners including those students to whom such opportunities have often been denied. These learners include the following:

- non-English dominant
- multiple language speakers
- students with learning disabilities
- non-college bound
- vocational education students
- adult and continuing education students
- traditional learners

## *COMPREHENSIVE DESIGN FOR A FOREIGN LANGUAGE AND INTERNATIONAL STUDIES SEQUENCE PRE-K THROUGH 12*

The task force model for a curriculum in foreign language and international studies involves a firm base at the beginning levels in pre-school or elementary school with options branching out as the student progresses in knowledge and skills. Students' educational and life goals would determine choices made and the course their foreign language and international studies curricula follow, as they move from level to level. Proper articulation is imperative; that is, each level must build on the preceding one to insure the uninterrupted flow of the learning sequence. A sound program at the pre-school and the elementary school levels would allow the beginning high school student a number of options for maintaining and expanding skills in foreign languages and knowledge in international studies. Upper level high school students would have an even broader spectrum of options leading to specialization and application of language skills, cultural understanding, and global awareness as skills in career development. The foreign language and international studies programs described below might differ in their primary aims, but each program should have a level of consciousness and perspective that relates foreign languages to international studies and international studies to foreign languages.

This sort of curriculum would then allow colleges and universities to provide in-depth courses in international studies, global education, multi-ethnic/multicultural education, and foreign languages. Particularly advantageous would be the possibility of increasing the number of students who could enter higher education with sufficient skills in second languages and cultures to be able to use them actively in careers and advanced study.

The following are major components of a model program in foreign language and international studies:

## *Preschool and Elementary School Programs*

1. Immersion

An immersion program plunges the student into a microcosm of the foreign language and culture in a school setting. From the beginning, classes are conducted entirely in the foreign language, including basic skills. English-dominant students are taught to read first in the language of instruction, with courses in English language arts postponed for several years (usually grades 3-4). Immersion courses are usually optional and have been most successful when started in kindergarten or first grade. Studies have indicated that children in immersion programs perform as well or better in English and mathematics as those enrolled in regular elementary school classes.

2. Partial Immersion

The concept of this program is the same as that of the full immersion format, except that not all the subjects are taught in the foreign language. Often the basic courses are in English, and subjects such as art, music, and physical education, are in the foreign language.

3. Basic Skills Sequence

Students follow a sequential foreign language-cultural course for a specific period of time each day. A specialist teacher or teachers skilled in the language and global education are responsible for instruction. The basic skills course may be integrated with other curricular areas, though its primary focus is on foreign language instruction and its concomitant cultural understandings.

4. Bilingual/Bicultural Education

Bilingual education programs are designed to help children of limited English proficiency to acquire basic school concepts and skills while learning English; they are mandated by the Illinois School Code. Although there are many different models – e.g., self-contained classroom, pull-out programs, team-teaching, etc. – students in all bilingual education programs are taught basic school subjects (language arts, reading, writing, arithmetic, science, social studies) in their native language and are given special instruction in English as a second language. They join English dominant students for part of the day in physical education, art, and music classes conducted in English. Students remain in the program for a period of three years or until such time as they achieve a level of English language skills which will enable them to perform successfully in classes in which instruction is given only in English.

State Board of Education rules and regulations provide that English-speaking children may enroll in a bilingual education program when certain conditions are met.[15] The advantage of this option is that bilingual programs can become partial immersion programs for English-dominant children, thereby serving two purposes:

- helping non-English speaking children progress in school while they learn English, and
- helping English-dominant students learn foreign languages and cultures.

5. Exploratory Program

The term "exploratory programs" encompasses a number of variations:

a. Multiple languages

Students are exposed to three or four languages and cultures for a period of weeks, studying each in sequence in a semester or year-long program. The rationale assumes that they then have a basis for selecting a particular language for further study.

b. Learning about languages

This approach concerns the nature of language, what language is all about, how various languages are related, the relationship of culture to various languages, etc.

c. Cultural awareness

Basically this type of program concentrates on geographical areas with some language of each area introduced.

d. Short-term exposure

Students are exposed for a period of a few weeks to language and culture study which is offered at the succeeding level, in order to determine their interest in enrolling.

e. Combinations of the above

6. Interdisciplinary Education for Global Understanding (Awareness Level)

This component is a sequential series of learnings designed to enhance students' knowledge, skills, and attitudes regarding the world, its peoples, and its languages. It contains learning experiences that provide awareness of elements of the five dimensions defined by Robert G. Hanvey,[16] namely perspective consciousness, state of the planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. The basic objective is to develop sensitivity and motivation for further study. Elements of global education may be incorporated into virtually any existing program of the school curriculum.

### *Middle or Junior High School Programs*

A. Immersion-Maintenance

For the student who was in a total or partial immersion program in elementary school, the curriculum follows the normal pattern of increased diversification as far as subject matter is concerned. Many of the basic subjects are taught

in the second language, but formal instruction in the English language arts is added.

The partial immersion student, depending upon the quality of the skills resulting from the elementary experience, follows somewhat the reverse pattern of the total immersion student. The emphasis on second language skills increases in junior high as the students are exposed to the more formal element in language structure.

B. Basic Skills Sequence

The basic skills student continues the horizontal development of linguistic skills, moving toward development of all foreign language skills – listening, speaking, reading, and writing – again in a specific time slot in the junior high daily schedule.

C. Maintenance and Extension of Skills

The bilingual/bicultural students' junior high program needs to be individually determined. If the student is not Limited-English-Speaking-Ability (LESA) proficient in English, his or her program follows the same procedure as outlined for elementary bilingual students. If the students have transitioned out of the bilingual program because they are proficient in English, they should be provided with the opportunity to maintain and enlarge their native language skills.

D. Interdisciplinary Education for Global Understanding (Initiatory Level)

This level contains experiences which initiate knowledge, skill, and attitude learnings basic to an understanding of the five dimensions. It builds on the sensitivity and motivation from the earlier level and provides a foundation for more detailed learning at the next level.

## *Early High School Years*

Those who have become fluent in the spoken and written language during the elementary years need to maintain and continue development of their skills in their beginning high school years.

E. Curricular Areas

Courses in various high school departments – e.g., mathematics, industrial arts, science, home economics – can be taught in the second language by teachers who have proficiency in the language as well as in the subject matter.

F. Basic Skills Sequence

The basic skills students who have completed satisfactorily their junior high program are given advanced placement in the high school basic sequence program.

Students fluent in the language started in elementary school also have the option of beginning a third language as beginners upon entering high school. Research has indi ated that language skills are transferable and the new language will be learned far more easily by students proficient in more than one language.

There is always a need for first-year classes in basic skills to accommodate students new to the school system and for those who are beginning a third or fourth language.

G. Area Studies (Developmental Level of Interdisciplinary Education for Global Understanding)

This component provides experiences for in-depth learning of all facets of the five dimensions of global education through the intensive study of one of the several major geographic regions of the world.

## *Upper Level High School Program*

At the upper levels of high school, students from all elementary or junior high foreign language programs should have options open to them determined by their particular needs and interests.

H. Curricular Areas Taug).t in the Second Language

Curricular areas taught in the second language maintain and extend language proficiency for those students who are fluent, giving them an opportunity to cover required and elective courses other than foreign languages.

I. Reading Oriented

This component, with its emphasis on developing reading skills in foreign languages, is aimed at those students whose college or career goals require the ability to read contemporary material. The course work involves journals and newspapers, as well as reference, research, and technical materials in the second language.

J. Communication Oriented

The basic skills student whose educational or career goals include direct contact and understanding of the people of the target language can move into an upper-level course which emphasizes current problems, politics, and social changes, and which makes use of radio, films, contemporary books, magazines, and newspapers. Naturally, this is also an option for immersion of bilingual, multicultural students. Such a course involves work in social services, in ethnic neighborhoods, and community – e.g., homes for the elderly, senior citizen centers, park districts.

K. Literature Oriented

The upper level courses of literature with oral communication emphasis forms the stepping stone to the college-bound foreign language student, and may take the form of the advanced placement college program.

L. Extended Studies Programs (Application Level of Interdisciplinary Education for Global Understanding)

Foreign language and cultural studies programs within the country and abroad provide the dimension of on-the-spot, direct, continuing contact with language and culture.

This level provides for experiences which encourage application of the knowledge, skills, and attitudes acquired at the earlier levels. It calls for students to practice a global perspective in all aspects of their daily living at home, in school, in the community, and in travels both domestic and foreign.

### *Continuing Education Programs*

It is strongly recommended that a variety of elementary and secondary school learning opportunities in foreign language and international studies be continued in post-secondary education. In addition to the development of varied courses and curricula in traditional college and university degree programs, it is recommended that attention be placed upon the provision of non-degree continuing educational opportunities. Both secondary schools and institutions of higher learning should be encouraged to develop their potential in this area.

## *SUMMARY*

The above constitutes a statement of philosophy and a detailed description of a prototypical model of a comprehensive program in foreign languages and international studies. While in an ideal program, all or most of these program options should be available to one extent or another, it is recognized that local needs and resources will determine the extent to which any given school district approaches this model. It is recommended that every effort be made to implement the program goals. For example, a metropolitan area should offer *all* the options: neighborhood schools could provide the basic skills and bilingual courses, while selected magnet schools would offer more intensive and innovative foreign language and international studies options. Small school districts might offer fewer options at any given level, but would still provide a totally articulated sequence from pre-kindergarten through twelfth grade.

It should be emphasized that many of the program options may – and should – exist at more than one level. Specifically, points of entry into the foreign language and international studies curricula should be available at every level of education. It should also be pointed out that the program description provided here is illustrative rather than exhaustive; it is both assumed and urged that local educators will develop additional programs with curricular instruc-

## *COMPREHENSIVE DESIGN FOR A FOREIGN LANGUAGE AND INTERNATIONAL STUDIES SEQUENCE FOR PRE-KINDERGARTEN THROUGH TWELFTH GRADE*

The following programs geared to the age and skills of the students, might be found at any of the levels from middle and junior high school through twelfth grade.

- Maintenance and extension of skills
- Domestic and foreign study programs
- Immersion experiences – week-end, summer sessions, term sessions
- Bilingual/bicultural education (also found K-9)

| **Options for Preschool and Elementary School Programs** | **Middle or Junior High** | **Early High School Years** | **Upper Level High School** |
|---|---|---|---|
| Immersion | A. Immersion-Maintenance, (total/partial) (Subject areas in the second language) | E. Curricular Areas Taught in the Second Language | H. Curricular Areas Taught in the Second Language |
| Partial Immersion | B. Basic Skills Sequence (May be ability grouped.) | F. Basic Skills Sequence (levels) (May be ability grouped.) | I. Emphasis on Reading Skills in Foreign Language |
| Basic Skills Foreign Language Course | C. Maintenance and Extension of Skills | Advanced standing for those who qualify from B & C | J. Emphasis on Oral Communication, including intensive cultural orientation |
| Bilingual/Bicultural Education | D. Interdisciplinary Education for Global Understanding (Initiatory Level) | G. Area Studies Program (Developmental Level of Interdisciplinary Education for Global Understanding | K. Advanced Courses, literature oriented with continued emphasis on oral skills |
| Exploratory | | | L. Extended Studies Programs (Application Level of Interdisciplinary Education for Global Understanding) |
| Interdisciplinary Education for Global Understanding (Awareness Level) | | | |

Entry into the Foreign Language and International Studies curriculum for students new to the school district would be provided at each school level.

tional characteristics appropriate to local needs, based on the basic premises and specific objectives outlined in this document.

Courses in foreign languages and cultures have maintained high enrollments in schools where the programs are rich and rewarding and where the administration and guidance department are supportive. This is documented by case histories on file with the State Board of Education. The task force strongly urges the State Board take action to assure that such programs are made available to all students in Illinois. The task force further recommends that funds be provided through state and federal agencies so that these foreign language and international studies programs can be implemented.

## SECTION III

### *General Recommendations and Specific Action Steps*

In order to bring about the eventual realization of the ideals and aspirations expressed in the opening section of this report -- ideals of national prestige and preparedness, hopes of better understandings among peoples at home and abroad, and longings for an improved life for all the citizens of the world; and

In order to implement as rapidly as possible in Illinois schools comprehensive foreign language and international studies curricula that will help us realize these ambitions, as outlined in Section II,

The task force urges that all concerned groups and individuals endorse the following General Recommendations and Specific Action Steps, and take immediate measures to set the recommended programs in motion.

The implementation of these activities could reasonably take place over a minimal five-year period; it is not expected that all could be started at once, however desirable that might be.

### *GENERAL RECOMMENDATIONS*

The task force makes the following recommendations for action by all concerned persons and groups regarding general trends and directions:

- That a major campaign be launched to increase the visibility and popularity of foreign language and international studies and to raise public awareness of the need for and benefits accruing from increasing resources in these areas.
- That a five to ten-year thrust be initiated to expand and improve the teaching of foreign languages and international studies statewide.
- That major efforts be made to institute and maintain foreign language and international studies programs in kindergarten through twelfth grade in all schools of the state.
- That necessary actions be taken to increase dramatically the study of languages and cultures that are of major significance to our nation but that are not widely taught in Illinois schools. These include Japanese, Chinese, Arabic, and Russian. Teacher-preparation institutions should increase their efforts to provide qualified instructors in these fields.

- That an intense effort be undertaken to achieve the complete interweaving of international studies with foreign language programs in Illinois schools.
- That the enrollment of English dominant children in bilingual programs be promoted, as provided by the *Rules and Regulations for Transitional/Bilingual Education;* that the coordination of bilingual programs with elementary foreign language and international studies be encouraged; and that a closer relationship in general be promulgated between bilingual education and programs in foreign language and international studies.
- That administrators strive to schedule foreign language and international studies so that a majority of students can elect them. In particular, foreign language classes should not conflict with band, athletics, or work/study.
- That particular efforts be made to develop curricula and instructional materials for non-traditional learners of foreign language and international studies; ethnic, gifted, learning impaired, non-English dominant, multiple language speakers, non-college bound, career and vocationally oriented, adult and continuing.
- That a concerted effort be made over the next five to ten years to implement comprehensive foreign language and international studies curricula such as the one outlined in Section II of this report.
- That Illinois institutions of higher learning maintain or establish as a minimum entrance requirement for all students the successful completion of a two-year high school sequence in one foreign language or the equivalent, and additionally as a graduation requirement for all science, fine arts, liberal arts, theology, engineering, architecture, education, business, pre-law, and pre-medical degrees, a minimum of two years of one foreign language or the equivalent. Higher education should consider for these purposes any language offered by the student, whether that language is taught by the institution or not.
- That higher education be encouraged to offer a greater variety of foreign language options and establish or maintain courses in international studies.
- That state and federal funds be made available to support the recommendations of this report: the state and regional advisory structure, visibility and awareness activities, curriculum and resource development, state office leadership, student-focused activities, future directions, and general recommendations.

## *SPECIFIC ACTION STEPS*

The task force recommends that the following steps be taken by specific groups and individuals:

### *State and Regional Advisory Structure*

- That the State Superintendent of Education appoint five regional advisory committees composed of educators and community persons whose charge

would be to identify resource sites and personnel, to conduct visibility and advocacy activities, and to advise the State Board of Education on needs and progress in foreign language and international studies. Part of the membership of these committees should be renewed annually; and periodic meetings of the committee chairs, sitting as a State Advisory Committee, should be called to provide statewide continuity of direction and effort.

- That the former task force members and the State Board of Education staff act as liaison persons and facilitators to the advisory committees.
- That the State Board of Education staff provide the State Board members and the State Superintendent with annual status reports as well as bi-annual reports of progress and prospects in regard to the foreign language and international studies thrust.
- That the advisory committees and the State Board of Education staff give assistance in establishing community advisory and action groups for foreign language and international studies.
- That the advisory committee members write and solicit items for a quarterly newsletter, which would be edited and published by the State Board of Education, as an idea exchange among the community and regional advisory committees, the professional organizations, and the foreign language and international studies resource sites.

### *Visibility and Awareness Activities*

- That former task force members, the advisory committee members, and the State Board of Education staff offer presentations for inclusion in the agendas of teachers institutes, state or regional conventions, and other events, to raise awareness concerning foreign language and international studies.
- That the advisory committees, the State Board of Education staff, and the Centers for Educational Improvement collaborate in sponsoring regional conferences or fairs, to raise awareness concerning foreign language and international studies.
- That the advisory committees and the State Board of Education jointly develop a brochure, as well as radio and television public service announcements, to promote and support foreign language and international studies. These materials should be made available to all appropriate media, including ethnic television, radio, and periodicals.
- That the advisory committee members and the State Board of Education staff keep the membership of identified organizations informed of developments in foreign language and international studies through reports at regular meetings and through articles published in professional journals.
- That the Illinois Foreign Language Teachers Association, the Illinois Council for the Social Studies, the Illinois Association for Bilingual Education, and

their affiliates jointly request that the Governor proclaim "Foreign Language and Culture Month" annually.

- That the State Board of Education take steps to assess the attitudes of Illinois citizens toward foreign language and international studies and to ascertain the trends in these attitudes over the period when the task force recommendations are being implemented. This research should also probe the kinds of language and cultural expertise that are particularly valued by various publics such as international business, government agencies, individual professionals, and ethnic groups.
- That the State Board of Education, with assistance from the advisory committees, develop a procedure for recognizing the outstanding work of teachers and administrators of foreign language and international studies programs.
- That the Governor be encouraged to recognize identified students and teachers of foreign language and international studies through a "Who's Who?" publication and/or an honor roll.

### *Curriculum and Resource Development*

- That the State Board of Education, with the assistance of the advisory committees and the professional organizations, undertake the identification of existing or developing sites with comprehensive foreign language and international studies programs as described in this report. These resources should be included in the Illinois Resource and Dissemination Network.
- That the State Board of Education, with the assistance of the advisory committees and the professional organizations, undertake the identification and orientation of qualified Illinois personnel to serve as consultants to local schools, the State Board of Education, and other agencies in the statewide effort to extend and improve the teaching of foreign language and international studies. These consultants should be included in the Illinois Resource and Dissemination Network.
- That the State Board of Education, with the cooperation of the advisory committees and the professional organizations, conduct a series of regional planning seminars for teams composed of teachers, administrators, and community persons from selected schools, to develop local plans for the expansion and improvement of foreign language and international studies programs.
- That the State Board of Education, with the cooperation of the advisory committees and the professional organizations, provide follow-up technical assistance to the seminar schools to help them develop into resource sites for the planning and implementation of foreign language and international studies programs. These schools should agree to serve as resource sites for other schools, and to be included in the Illinois Resource and Dissemination Network.

- That the advisory committees and the professional organizations, with assistance from the State Board of Education, higher education, and ethnic groups, seek the necessary resources for and conduct short-term inservice programs for any educator wishing to upgrade his or her competencies for teaching or administering foreign language and international studies programs. These inservice programs should include language and culture immersion situations as well as methodology and supervisory seminars, and they might take place in a foreign country as well as in Illinois.
- That the advisory committees, professional organizations, and the State Board of Education negotiate with higher education to provide summer seminars and immersion programs to upgrade the competencies of teachers and administrators of foreign language programs. The cooperating agencies should make a concerted effort to encourage educators to enroll in these courses and should assist each other in seeking resources to subsidize these projects and the expenses of the participants.
- That the advisory committees, professional organizations, teacher-training institutions, school administrators, and the State Board of Education intensify their efforts to encourage teachers to take greater advantage of the inservice opportunities and other services available from their professional organizations.
- That the State Board of Education intensify its efforts to inform schools, organizations, and higher education regarding funding sources and that, on request, the State Board staff provide technical assistance in the preparation of grant proposals to implement the task force recommendations.
- That the State Board of Education encourage the development of independent study models or other alternative instructional formats in schools where the enrollment is not sufficient to provide foreign language and international studies in traditional settings.
- That the State Board of Education seek the services of graduate interns to assist in implementing the task force recommendations.
- That the advisory committees, professional organizations, and the State Board of Education jointly seek resources and strategies to help the schools and higher education bring foreign language and international studies programs to community members other than the faculty and the student body. This should include language maintenance programs for community persons.

### *State Office Leadership*

- That the State Board of Education seek government and private funding to support the implementation of the task force recommendations.
- That the State Board of Education initiate a study to determine ways to increase instruction in the uncommonly taught languages and their concomitant cultures.

- That the State Board of Education encourage the sharing of faculty among schools or any other staffing or scheduling patterns that would expand and improve the teaching of foreign language and international studies.
- That the State Board of Education discuss with the Governor's office the feasibility of cooperating on the implementation of selected recommendations of this report.
- That the State Board of Education intensify efforts to publicize the provisions of Public Act 78-487, which authorizes high schools to grant one year of credit toward graduation for demonstrated language proficiency acquired by an individual prior to his or her enrollment in high school. The State Board should continue to provide technical assistance, on request, to local educational agencies wishing to implement P.A. 78-487.
- That the State Board of Education open discussions with a representative group from the task force or the advisory committees to consider ways to refine and upgrade certification requirements for teachers of foreign languages and international studies.
- That the State Board of Education enlist the cooperation of the advisory committees, professional organizations, and higher education in sponsoring a conference, a series of conferences, or a standing council to address the problems of articulation among all levels of instruction in foreign language and international studies, kindergarten through university.
- That the State Board of Education intensify efforts to make local education agencies and higher education aware of funding and technical assistance available from the State Board and USOE in the area of foreign language and international studies, with the assistance of the advisory committees and the professional organizations.
- That the State Board of Education encourage schools to participate in international teacher exchange programs, both as receiving and sending institutions.

### *Student-Focused Activities*

- That the advisory committees, the professional organizations, the local schools, and the State Board of Education cooperate in identifying resources for and in conducting one-day regional foreign language and international studies fairs for students at all levels. Higher education might be a major sponsor and resource for such fairs.
- That the advisory committees, the professional organizations, the local schools, and the State Board of Education cooperate in identifying resources for and in conducting weekend and summer immersion camps for secondary school students. Higher education might be a major partner in developing these projects.

- That the advisory committees, the professional organizations, and the local schools cooperate in increasing penpal programs and other cultural exchanges.
- That the advisory committees, the professional organizations, and local schools work together to expand foreign student exchange programs, with Illinois schools acting as both sending and receiving agents.

### *Future Directions*

- That the advisory committees, professional organizations, and the State Board of Education review the report of the President's Commission to determine which of its recommendations might be incorporated into the Illinois plan for foreign languages and international studies.
- That the advisory committees, professional organizations, and the State Board of Education review all the foregoing recommendations annually, along with reports from the feasibility studies suggested, to determine any modifications that might be needed in the foreign language and international studies thrust.

## *CONCLUSION*

The task force calls attention to the fact that the appointment of the President's Commission and the Illinois Task Force may offer the last opportunity in this century for us to make much needed changes in the way we prepare our citizens to face present and future realities. Today's pluralistic society and the international existence we lead provide an environment that is invigorating and rewarding for any citizen equipped to understand it and adjust to it. The recommendations of this report constitute a reasoned and viable program for shaping curriculum and attitudes to fit the demands of these new realities. The report is presented with the fervent hope that all responsible individuals and groups will work toward translating these recommendations into action under the leadership of the professional organizations and the State Board of Education.

## *FOOTNOTES*

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7 Lee Anderson, *Schooling and Citizenship in a Global Age: Exploration of Meaning and Significance of Global Education,* Mid-America Program for Global Perspectives in Education, 1979, p. 76

8 Frank Church, "Personalities Speak Out," *Hispania,* vol. 61, no. 3 (Sept. 1978) p. 550

9 Ibid.

10 Joseph M. Cronin, Address at Parkland College (reported in the Champaign-Urbana *News-Gazette,* Dec. 8, 1978)

11 Ralph Masciantonio, "Tangible Benefits of the Study of Latin: A Review of Research," *Foreign Language Annals,* vol. 10, no. 4 (Sept. 1977) pp. 375–382

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13 Gilbert Jarvis, "We Think We Are *Evening in Paris* But We're Really *Chanel," Foreign Language Annals,* vol. 8, no. 2 (May 1975) pp. 104–110

14 Sylvia Porter, "Languages Key to Jobs of Future," Chicago *Sun-Times,* Nov. 22, 1978, p. 63

15 State Board of Education, *Rules and Regulations for Transitional Bilingual Education,* 1978, p. 23

16 Robert G. Hanvey, *An Attainable Global Perspective,* Center for War/Peace Studies, s.d.

17 Anderson, op. cit., pp. 15–16

18 Leetsma, loc. cit.

19 Definition from the report of the MLA Task Force on the Commonly Taught Languages

20 Definition from the report of the MLA Task Force on the Uncommonly Taught Languages

21 National Study of School Evaluation *Evaluative Criteria,* Fifth Edition, 1978, p. 221

## *GLOSSARY OF TECHNICAL TERMS USED IN THE REPORT*

- AREA STUDIES – the intensive study of one geographic region of the world.
- ARTICULATION – the arrangement of studies in a connected sequence of courses; the correlation of the programs in a curricular fit; one course joined to another with communication and cooperation among teachers at various levels and in different curricular areas.
- BICULTURAL – adjective designating a person who can function in two cultures and can shift easily from one to the other.
- BILINGUAL EDUCATION – an instructional mode using two languages as the means of instruction.
- BILINGUALISM – the ability to understand and communicate in two languages and function in each language independently of the other.
- GLOBAL EDUCATION – efforts to bring about changes in the context of education in order better to prepare students for citizenship in a global age;[17] humanistic education fitted to the reality of interdependence of an ethnically and culturally diverse planet with finite natural resources.[18] Robert G. Hanvey defines as follows the five "dimensions" of global education referred to in Section II of the task force report:

  (1) *Perspective Consciousness:* recognition or awareness on the part of the individual that he or she has a view of the world is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different.

  (2) *State of the Planet Awareness:* awareness of prevailing world conditions and developments, including emergent conditions and trends – e.g., population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, inter-nation and intra-nation conflicts, etc.

  (3) *Cross-cultural Awareness:* awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how ideas and ways of one's own society might be viewed from other vantage points.

  (4) *Knowledge of Global Dynamics:* Some modest comprehensions of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change.

  (5) *Awareness of Human Choices:* some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.[19]

- INTERNATIONAL STUDIES – studies of the peoples and nations of the world and the interrelationship and interdependence among them.
- IMMERSION PROGRAM – an instructional program that includes study of language, culture, and international studies taught in an environment which utilizes target culture and language either in a created situation or in a real situation in order to concentrate on learning to function in another culture and speak another language.
- LANGUAGES
  - CLASSICAL LANGUAGES – Latin, Ancient Greek, Sanskrit, or other languages no longer spoken.
  - COMMONLY TAUGHT LANGUAGES – French, German, Italian, Latin, and Spanish.[20]
  - COMPUTER LANGUAGES – access codes used in computer programming.
  - CONSTRUCTED LANGUAGES – languages created independently of a national group – e.g., Esperanto, Interlingua.
  - MODERN LANGUAGES – languages that are currently spoken in everyday communications anywhere in the world, as contrasted to classical languages.
  - UNCOMMONLY TAUGHT LANGUAGES – languages other than French, German, Italian, Latin, and Spanish – e.g., Arabic, Cherokee, Chinese, Hebrew, Russian, Swahili, etc.[21]
- MAINTENANCE PROGRAM – a curricular program for students (1) who are from a non-English speaking background who can function in a bilingual program but should be provided the opportunity to continue development of their bilingualism and biculturalism or (2) who have an English-speaking background and wish to work toward bilingualism and biculturalism.
- SOCIAL STUDIES – the study of human social relationships – past, present, and projected into the future. Subject matter from the social studies is drawn from three main sources: academic disciplines (anthropology, economics, geography, history, political science, psychology, social psychology, and sociology), enduring social issues, and perceived concerns of students. The physical environment, together with the psychological and biological components, is considered to the extent that it enhances understanding of social relationships.[22]
- TESL (TEACHING OF ENGLISH AS A SECOND LANGUAGE) – a program designed to teach English to non-native speakers.
- TRANSITIONAL BILINGUAL PROGRAM – an instructional program for those of non-English speaking background who are not equipped to function in a regular program; its goal is to equip the student with the linguistic skills needed to receive instruction along with members of the predominant language groups.

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